DRAFT Maryland CTE Program of Study

## Hospitality and Tourism Management Program Proposal Form

Maryland State Department of Education

Division of Career and College Readiness

200 West Baltimore Street

Baltimore, Maryland 21201-2595

This agreement is between the Division of Career and College Readiness (DCCR), Maryland State Department of Education (MSDE), and the local school system listed below.

**LOCAL SCHOOL SYSTEM INFORMATION**

Complete the information requested below, including the original signature of the CTE Local Director.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | | | | | | | |  | | | | | | | |
| Name of CTE Local Director: | | | | | | |  | | | | | Phone: | | |  | |
| LSS Career Cluster: | | | | |  | | | | | | | | | | | |
| LSS Program Title: | | |  | | | | | | | | | | | | | |
| Pathway Options: | 1. Hospitality and Tourism Management | | | | | | | | | | 2. | | 3. | | | |
| Value Added Options: | yes | | | no | | This program provides students the opportunity to earn early college credit. The academic and technical course sequences for both secondary and postsecondary programs are included herein. | | | | | | | | | | |
| yes | | | no | | Enclosed is a copy of the articulation agreement (Copy required for CTE program approval if the program is articulated with a postsecondary education provider). | | | | | | | | | | |
| yes | | | no | | This program provides students with the opportunity to earn an industry-recognized credential. The credential is identified herein. | | | | | | | | | | |
| Program Start Date: | |  | | | | | | | |  | | | |  | | |
| Signature of CTE Local Director: | | | | | | | |  | | | | | | Date: | |  |
| Signature of Local Superintendent: | | | | | | | |  | | | | | | Date: | |  |

**TO BE COMPLETED BY MSDE/DCCR**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Date Program Proposal received by CTE Systems Branch: | | | |  | | | |
| CTE Control Number: | |  | | | Fiscal Year: |  | |
| CIP Number: | Program: 52.0954 | | Pathway Option 1: Hospitality and Tourism Mgmnt. | | Pathway  Option 2: | | Pathway  Option 3: |
| MSDE Cluster Title: | | Consumer Services, Hospitality and Tourism | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Approval Starts FY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  | | |
|  |  |  | | |
| Signature, Assistant State Superintendent, Career and College Readiness | | |  | Date |

**CTE Secondary Program Proposal Contents**

**STEP 1A: PROGRAM ADVISORY COMMITTEE MEMBERS AND THEIR AFFILIATIONS**

Complete the list of the Program Advisory Committee (PAC) members. Members should include employers, local workforce development representatives, economic development personnel, business, or labor representatives, and the remainder should include secondary and postsecondary, academic and technical educators and other stakeholders. Place a check in the appropriate box to indicate the role each person plays. Include all of the information requested for each entry. Use this form or a locally developed form – either one is acceptable as long as all information is provided.

# Program Advisory Committee List

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Membership: First entry should be the industry representative who is leading the PAC.** | | | | | | | | |
| PAC Leader Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

**STEP 1B: DOCUMENTED LABOR MARKET DEMAND** – Check the appropriate box below.

Demand exists

The PAC will review labor market information on a local, regional and/or state basis. Check this box if demand exists for the identified occupations. The labor market information does not need to be provided with the proposal as long as there is a demand for employees according to data provided by the Department of Labor, Licensing and Regulation (DLLR) or documented by employers in letters or other correspondence.

If evidence for labor market demand is not readily available, attach documentation to the proposal.

Check this box if there is a unique labor market demand for a program and data are not available from the DLLR. If the occupation is new or emerging and no data exist, supporting evidence is submitted with the proposal (i.e., document local, national, or regional trends, local circumstances, or provide letters from employers or local economic/workforce development offices documenting employment demand including the projected number of openings by pathway).

**STEP 2A: PROGRAM OVERVIEW –** After determining the cluster and pathway options, identify the standards used to develop the CTE program of study. Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.

|  |
| --- |
| **Indicate the title and source of the skills standards for this program:**  American Hotel and Lodging Educational Institute (AHLEI) and National Hospitality and Tourism Career Cluster Frameworks |
| **Program Overview:** The **Hospitality and Tourism Management Program (HTMP), is a nationally recognized program that** was developed by industry experts and members of the American Hotel & Lodging Association and will take the place of the **Lodging Management Program** as the official industry-recognized curriculum to prepare students for roles in the hotel industry and beyond. The tourism industry offers significant job creation across all regions and has long been an industry with tremendous success for long-term career pathways.  Tourism is recognized as a major driver of economic growth and development.  The **Hospitality and Tourism Management Program**takes advantage of these opportunities, helping**high school students** take their first real steps toward promising hospitality careers. The new high school curriculum introduces the hospitality and tourism industry on a global scale with a large focus on diversity. The program is delivered with graphic-rich textbooks and workbooks, and incorporates the best of modern technology with a selection of online coursework. **Most importantly, this curriculum is industry driven as evidenced by the fact that more than 60 industry leaders served as subject matter experts, ensuring that today's program matches the needs of hospitality employers across the world. The program also focuses on developing students’ managerial and leadership skills.**  The HTMP CTE program consists of four components that students are required to complete: 1) three, in-school courses; 2) an industry-mentored, work-based learning experience guided by the AHLEI competency checklist; 3) two AHLEI end-of-course examinations and 4) Certified Hospitality & Tourism Management Professional credential.  **Program of Study:**  The Career and Technology Education Hospitality and Tourism Management Program consists of the following three, in-school courses and **100 hours of work-based learning (WBL)**:   * Principles of Hospitality and Tourism, * Marketing, * Hospitality and Tourism Management, * Hospitality and Tourism WBL Experience (100 hours, industry-mentored and paid or unpaid)     **Work-Based Learning and Competency Checklist:**  Students enrolled in the program must complete 100 hours of an, industry-mentored work-based learning experience in a hospitality and tourism establishment. It is guided by the HTMP Competency Checklist. Students will have the competencies initialed by their work place mentors as they master them. The competencies reflect what employers have identified as being integral to success in the industry. The competencies represent portable, transferrable skills that will be of value in many different work environments. They are also linked directly to the Hospitality and Tourism Management Professional Certification.  **End-of-Course Assessments and Certification:**  Students are required to take the end-of-course assessments for the *Principles of Hospitality and Tourism* and *Hospitality and Tourism Management* courses. Graduates, who do pass the final exams of both HTMP courses, receive a Certificate of Completion from the Educational Institute. In addition, after the workplace requirement has been met, students are eligible for a professional certification from the Educational Institute. This designation is recognized internationally and is called the Certified Hospitality and Tourism Management Professional (CHTMP).  Please note that there are no separate exam or certification fees.  The cost of the exam is rolled into the cost of the student workbook and the CHTMP designation is covered by the overall program cost per student (textbook, workbook, etc).  **Optional Online Media Package for Students**  Additionally, HTMP offers a series of short, self-paced online training courses to complement the curriculum. Students will have the opportunity to take the same industry courses that the world's leading hotel chains and management companies use to train their entry level employees. With this offering, students of the HTMP curriculum can learn in a self-study interactive environment to ensure each student is mastering the skills needed to complete the course.  Many of the online training modules are aligned to the first course, Principles of Hospitality and Tourism, and have a certification attached to them. The intent of the online training is to help reinforce the content at a deeper level. T**hey are not to be used to satisfy students’ Technical Skill Attainment**.  Principles of Hospitality and Tourism Online Modules:   |  |  | | --- | --- | | * **Guest Service Gold Course\*** * **Skills Training: Front Desk Representative\*** * **Skills Training: Guestroom Attendant\*** * **Skills Training: Maintenance Employee\*** * **Skills Training: Restaurant Server\***   **\*Modules where students can attain additional certifications** | * Supervisory Skill Builders: Effective Communication Module * Front Office Manager; Module 1 * Eye on Awareness Module |   Developing Managerial and Leadership Skills for the Hospitality and Tourism Industry Modules:   |  |  | | --- | --- | | * Supervisory Skill Builders: You As a Supervisor * Supervisory Skill Builders: Time Management * Supervisory Skill Builders: Leadership * Supervisory Skill Builders: Improving Employee Performance * Supervisory Skill Builders: Handling Problems and Conflict * Supervisory Skill Builders: Motivation and Team Building | * Supervisory Skill Builders: Staffing and Scheduling * Supervisory Skill Builders: Conducting Orientation and Training * GM 101 * Front Office Manager * PCI Compliance Training: Information Technology |     **Students completing this program will know and be able to:**   * Understand the interrelated components that comprise the Hospitality and Tourism Industry; * Demonstrate 21st Century Skills to the Hospitality and Tourism Industry; * Know the operational areas of the industry and understand how they work; * Explain how sales and marketing are used to increase revenue; * Understand the importance of safety and security as it relates to the overall environment of the establishment; * Demonstrate leadership skills in the hospitality and tourism industry, including operational leadership; * Understand management principles in a variety of hospitality and tourism settings (e.g. hotel, restaurant, theme park, etc…) * Use sales and marketing techniques to promote a business and increase revenue; and * Know the importance of safety and security as it relates to employees and customers. |

**STEP 2B: COURSE DESCRIPTIONS AND END OF COURSE ASSESSMENTS** – Insert each CTE completer course title. Describe each course based on what students are expected to know and be able to demonstrate as a result of their participation. Check the assessment instrument(s) that will be used to document student attainment of the knowledge and skills included in each course and specify additional information as appropriate.

|  |
| --- |
| **Course Title:** Principles of Hospitality and Tourism  **Course Description**: The course objective of the Hospitality and Tourism Management Program (HTMP) is to provide students with broad-based learning on the tasks, knowledge, and skills required by anyone wishing to build a career within the hospitality and tourism industry. The content of the first course includes information that is required for operational level employee positions and responsibilities. Students completing this course will know and be able to:   * Understand the importance of the hospitality and tourism industry in local and regional economies; * Identify a variety of businesses that make up the hospitality and tourism industry and the describe the role that each plays in the industry; * Understand the career options and career paths available to people seeking to build a career in hospitality and tourism; * Describe the steps needed to seek, gain and maintain employment in hospitality and tourism; * Articulate how a seamless guest experience is managed by employees and the property, including pre-arrival, arrival, occupancy and departure; * Demonstrate how to determine guests’ wants and needs in order to meet and exceed expectations; * Relate how providing quality customer service encourages repeat guest business; * Compare characteristics that differentiate average customer service to “above and beyond” guest service; * Explain the concept of guest recovery while handling guest complaints, issues or problems; * Demonstrate the use of communications skills (both written and oral) when communicating to employees and guests; * Know the responsibilities of everyone involved in front office and front desk operations and the role each plays with guests; * Identify the types of room rate systems used by hotels; * Explain the scope of responsibilities handled by the housekeeping department, including the functions and responsibilities of the executive housekeeper and how productivity and performance standards apply to housekeeping positions; * Use an inventory system to calculate, track, order and issue items to maintain par numbers; * Identify the responsibilities of the facility management department including the primary responsibilities of the chief engineering in overseeing the operation of the facilities management department; * Explain how to implement and consistently use financial controls for labor costs, food costs, menu pricing and cash control in a food and beverage operation; * Differentiate between revenue centers and cost centers, and explain the areas that belong to each; * Identify the required steps to complete a night audit, and explain the role of the night auditor in the process; * Differentiate between marketing and advertising, and cite examples of each; * Explain the role of sales in the hospitality and tourism industry; * Apply Occupational Safety and Health Administration (OSHA) guidelines to workplace practices; and * Explain the role of security in protecting people and property in a variety of situations.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify):  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) HTMP End-of-Course Exam |
| **Course Title:** Marketing  The Introduction to Marketing course introduces the student to the essential concepts of marketing theory and the foundations, functions and benefits of marketing in a free enterprise system. Throughout the Introduction to Marketing course, students will use and incorporate technologies to conduct research and communicate. In addition, students will investigate the various and ever-improving alternatives for electronic marketing. Students will integrate their knowledge of legal issues, the importance of ethics, and social responsibilities in marketing. Students will understand and demonstrate strong interpersonal skills and develop an appreciation of human diversity. By the end of Introduction to Marketing students will have a solid understanding of the many diverse career opportunities in the field of marketing. Students completing this course will know and be able to:   * Discuss and explain marketing terminology, key marketing concepts, the fundamental processes, and the role and benefits of marketing in a market-- driven economy; * Recognize characteristics, motivations, and behaviors of customers; * Identify internal factors and external trends that influence marketing strategy decisions; * Summarize segmentation and the factors used to identify viable target markets; * Explain how to use positioning to provide a competitive advantage in the market place; * Discuss the elements of the marketing mix and how each element interrelates in the implementation of the marketing strategy; * Explore the impact of media and technology on marketing; * Locate primary and secondary research data to make informed marketing strategy decisions; * Locate ethical and legal issues in the Marketing and Advertising industries; and * Identify careers in marketing.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |
| **Course Title:** Hospitality and Tourism Management  **Course Description:** The course objective of the HTMP is to provide students with broad-based learning on the tasks, knowledge, and skills required by anyone wishing to build a career within the hospitality and tourism industry. The second course focuses on the leadership and managerial knowledge, skills, and abilities required for advancement in a management track in the hospitality and tourism industry. Students completing this course will know and be able to:   * Describe segments of the hospitality and tourism industry, and explain the process for selecting an industry segment in which to work; * Identify the types of leadership positions available in the industry; * Participate in a variety of interviews (mock and real) to assess personal strengths and weaknesses and make improvements; * Recognize traits of effective leaders and define traditional management styles; * Relate how managers lead employees to meet the needs of global guest audiences; * Apply the steps in setting performance goals and ensuring that employee performance meets property standards; * Articulate communication strategies that promote positive interactions among employees as well as promote effective leadership; * Summarize the key duties and responsibilities of the front office manager, executive housekeeper and chief engineer; * Identify the reports attached to the night audit process; * Know the organizational structures of various businesses within the Hospitality and Tourism arena; * Describe how general managers coordinate a variety of guest services (e.g. lodging, restaurant, banquet and catering, gift shops, etc...); * Discuss how revenue centers and cost centers are managed to ensure profitability; * Identify components of income statements and balance sheets; * Distinguish between operations and capital budgets and explain how to use each appropriately; * Describe the organization’s marketing department and explain management’s role in marketing; * Develop a marketing plan; * Describe training techniques managers use to build effective sales teams; * Compare safety regulations in a variety of establishments and cite the importance of the regulations to the specific establishment; and * Explain the relationship among customer safety, customer satisfaction and repeat guest business.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) HTMP End-of-Course Exam |
| **Course Title:** Hospitality and Tourism Work-Based Learning Experience  **Course Description**: Students participating in an internship will be placed in a professional setting under the supervision of a Hospitality and Tourism Management Professional that allows students to apply the skills and knowledge acquired from their previous coursework. The internship includes a minimum of 100 hours, which may be paid or unpaid. This experience is directed by an agreement developed by the HTMP instructor, the work-based learning coordinator, the employer and the student. The agreement identifies the appropriate competencies, duties and tasks in academic, technical and work readiness areas that apply directly to students’ goals in establishing a career in the hospitality industry. The work-based learning coordinator and the instructor are responsible for monitoring students’ placements and documenting students’ progress. Students are expected to:   * Correlate theory to practice in a professional hospitality and tourism environment; * Practice leadership and managerial skills; and * Rotate stations within the professional facility.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) **AHLEI Competency Checklist** |

**STEP 2C: END-OF-PROGRAM ASSESSMENT** - Check the assessment instruments that will be used to document student attainment of the program knowledge and skills. Include and identify assessments leading to industry recognized credentials if available and appropriate.

To receive the Certified Hospitality & Tourism Management Professional Credential, students must:

1. Pass the end-of-course assessments for *Principles of Hospitality and Tourism* and *Hospitality and Tourism Management* courses and
2. Complete the work-based learning requirements including the items identified on the AHLEI competency checklist. Students have 120 days after taking the Hospitality and Tourism Management end-of-course exam to complete the 100 hours of WBL.

Once students have completed all requirements for the CHTMP credential, teachers send the necessary documentation to staff at the AHLEI, who will in turn send the teacher the student’s credential.

Teacher-designed end-of-program assessment

School system-designed end-of-program assessment

Partner-developed exam: (specify)

Licensing exam: (specify)

Certification or credentialing exam: (specify) Certified Hospitality and Tourism Management Professional

Nationally recognized examination: (specify)

**STEP 2D: Program Sequence Matrix** (Include the program sequences for High School, Associate’s Degree, and Bachelor’s Degree programs) Identify the pathway options. Complete the matrix for the 9-12 CTE program of study, and the articulated program sequence in the matrix for the two- or four-year college program of study. Indicate which courses receive CTE credit by placing the number of credits in parentheses after each CTE course title. Place an asterisk (\*) next to the course identified as the concentrator course indicating that the student has completed 50% of the program.

The CTE program matrix defines a planned, sequential program of study that consists of a minimum of four credits in CTE coursework in high school including work-based learning and/or industry-mentored projects. Work-based learning (WBL) experiences or industry-mentored projects must be included in the program to obtain approval. The program matrix includes the recommended academic and CTE courses identified for the pathway and postsecondary linkages (i.e., dual enrollment, transcripted and articulated credit).

CTE programs typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications and keyboarding are not included in the completer sequence because they provide prerequisite skills for both academic courses and CTE programs. Academic courses are counted only if they are tailored to serve mainly CTE students and have been revised to reflect industry skill standards. Technology Education or Advanced Technology Education and Personal Financial Literacy courses are not acceptable for credit in the career and technology education program sequence.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | |
| **Pathway/Program:** | **Hospitality and Tourism Management** | | **CIP Number  (For MSDE Use)** | **52.0954** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | English 12 |
| Social Studies - 3 | US Government | World History | US History | Government and Economics |
| Mathematics - 3 | Algebra 1 | Geometry | Algebra 2 | Trigonometry or Pre-calculus |
| Science - 3 | Physical Science | Biology | Chemistry | Physics |
| Physical Education -.5  Health Education - .5 | .5 PE | .5 Health |  |  |
| Fine Arts - 1 | .5 Fine Arts | .5 Fine Arts |  |  |
| Technology Education - 1 | Tech Ed |  |  |  |
| CTE Completer Program – 4  \*concentrator course |  | Principles of Hospitality and Tourism (1 Credit) | Marketing (1 Credit)  \* Hospitality and Tourism Management (1 Credit) | Hospitality and Tourism Work-Based Learning Experience (1 Credit) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 | Foreign Language **or** Adv. Tech Ed | Foreign Language **or** Adv. Tech Ed |  |  |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:**  With an Associate’s Degree: Housekeeping Director, Reservations Manager, Front Office Manager, PBX/Reservations Manager, Front Desk Clerk, Concierge, Bell Captain, Chief Engineer, Network Manager  With a Bachelor’s Degree: Lodging Owner/Franchisee, General Manager, Engineering Manager, Sales Director, Marketing Director, Rooms Director, Activities Director | | | | |

|  |  |
| --- | --- |
| **Two Year College Program Sequence – Program Overview**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College/Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Recommended Core Component Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
|  |  |
| **Semester 3** | **Semester 4** |
|  |  |
| **Provide a list of career options for students who complete the program:** | |

|  |  |
| --- | --- |
| **Four Year College Program Sequence – Program Overview**  **Complete this matrix if the program includes a four year degree option**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College/Institution** **: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Recommended Core Component Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
|  |  |
| **Semester 3** | **Semester 4** |
|  |  |
| **Semester 5** | **Semester 6** |
|  |  |
| **Semester 7** | **Semester 8** |
|  |  |
| **Provide a list of career options for students who complete the program:** | |

STEP 2E: VALUE-ADDED OPTIONS – Fill in the name of the partnering college or agency. Specify the credential that students will earn. Under value-added, indicate the number of credits or hours granted. This information is required before a program can be designated as a CTE articulated program of study.

|  |  |  |  |
| --- | --- | --- | --- |
| **Option** | **Partner** | **Credential** | **Value added for CTE completers** |
| Dual Enrollment |  |  |  |
| Transcripted Credit |  |  |  |
| Articulated Credit |  |  | AHLEI is currently working to establish articulation agreements with postsecondary partners |
| Credit by Exam |  |  |  |
| Advanced Placement |  |  |  |
| Apprenticeship Approved by MATC\* |  |  |  |
| Certification(s) | American Hotel and Lodging Educational Institute (AHLEI) | Certified Hospitality and Tourism Management Professional | Industry-recognized credential |
| License |  |  |  |
| Degree |  |  |  |
| Other (specify) |  |  |  |

\*MD Apprenticeship and Training Council

**STEP 2F: INDUSTRY-MENTORED PROJECT OR WORK-BASED LEARNING OPPORTUNITIES**Check each box that applies.

PAC members and other industry partners provide supervised WBL experiences and/or industry-mentored projects for all students who demonstrate performance of the competencies necessary to enter into this phase of the program. Supervised work-based learning experiences are required for all students demonstrating readiness to participate. For the few who do not participate, alternative capstone experiences should be provided (i.e., in school work experiences, a culminating project, or another experience comparable in rigor). Each type of work-based learning is defined in the glossary. Job shadowing is **not** acceptable for credit in a CTE program.

1.  Integrated WBL 2.  Capstone WBL 3.  Registered Apprenticeship  
4.  Internship 5. Industry-Mentored Project 6.  In-school clinic or school-based enterprise

**STEP 2G: STUDENT ORGANIZATIONS PROVIDED TO STUDENTS IN THE PROGRAM –** Check each box that applies or specify if “Other” is selected.

Students will develop and apply technical and academic skills, as well as Skills for Success, through participation in:

DECA  FFA  SkillsUSA  FBLA  OTHER (specify)

STEP 3: COMPLETE THE INSTRUCTIONAL PROGRAM DATA SHEET

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | |  | | | |
| Name of CTE Local Director: | |  | | Phone: |  | |
| LSS Program Title: |  | | | | CIP Code: |  |

*STEP 3.1 – DATA SHEET: Pathway Options*

|  |  |
| --- | --- |
| **1.** | **Hospitality and Tourism Management** |
| **2.** |  |
| **3.** |  |
| **4.** |  |

*STEP 3.2 – DATA SHEET: INSTRUCTIONAL PROGRAM CREDIT BY GRADE(S)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Credits per year per pathway option as reflected by Course Sequences** | **9** | **10** | **11** | **12** | **TOTAL** |
| 1. **Hospitality and Tourism Management** |  | **1** | **2** | **1** | **4** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Total number of credits for program completion: \_4\_**

*STEP 3.3 – DATA SHEET: CAREER AND TECHNOLOGY EDUCATION PROGRAM SITES*

|  |  |  |
| --- | --- | --- |
| **Pathway Options** | **School Name(s) Sites** | **School Number** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Y:\PROGRAM PROPOSAL TEMPLATES Holly\MD CTE Programs - Ready for Web\2013\Hospitality and Tourism Management Program of Study.doc